DOCUMENT RESUME

ED 324 257 SO 030 215

TITLE Art Education: Common Curriculum Goals.
INSTITUTION Oregon State Dept. of Education, Salem.
PUB DATE 90
NOTE 39p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Aesthetic Values; Art Criticism; *Art Education; Art History; Art Products; Curriculum Development; Elementary Education; Minimum Competencies; Skill Development; State Curriculum Guides; *Student Educational Objectives
IDENTIFIERS *Oregon

ABSTRACT

This publication defines and outlines the state of Oregon's common curriculum goals for art education, an area of study that addresses the components of art production, art heritage, aesthetics, and art criticism. An overall goal for each one of these four strands is established, and content specific knowledge and skills that students should possess by the time they complete a particular grade level are enumerated. A fifth strand addresses those essential learning skills viewed as necessary to a student's success in learning about art and not specifically addressed in the previous four strands. This fifth strand focuses on goals in communication skills. An evaluation form concludes the document. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

department of education

ED 242857

ART EDUCATION

Common Curriculum Goals

Spring 1990

Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310-0290

John W. Erickson
State Superintendent of Public Instruction

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. J. CASE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Oregon Schools—A Tradition of Excellence

SO 030 215

FOREWORD

Following the adoption of the Oregon Action Plan for Excellence in 1984, the State Board of Education embarked on a curriculum improvement project to define the goals of education for all public school students in Oregon. These goals, called *common curriculum goals*, have been developed by the state in all required subject areas with the assistance of numerous teachers, administrators and other interested citizens.

This document provides the common curriculum goals for art education, an area of study that addresses the components of art production, art heritage, aesthetics and art criticism. These goals, for many, will represent a major new direction in the development and instruction of art education. The goals establish a balance between the knowledge and skills students need to perceive, understand, value and judge the designed world with the more traditional goals related to the making of student art. In addition, the goals represent a balance between what art education contributes uniquely to the lives of individuals and our society and its support of the goals and outcomes of general education. The implementation of this type of balanced program ensures art education as an integral and meaningful part of each student's total educational preparation and experience.

We continue to learn how to provide Oregon's children with the very best in public education. In this spirit, the staff at the Oregon Department of Education welcomes your comments and questions. For further information about these goals and their implementation, please contact the Visual Arts Education Specialist directly at 378-3602.

John W. Erickson
State Superintendent
of Public Instruction

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age or handicap in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the State Superintendent of Public Instruction at the Oregon Department of Education.

This document was produced by
the Publications and Multimedia Center
Oregon Department of Education
Salem, Oregon 97310-0290

Complimentary copies have been sent to Oregon school districts.
Additional copies are available for $2.00 each.
Place orders with the Publications Sales Clerk at 378-3589.

All or any part of this document may be photocopied for educational purposes
without permission from the Oregon Department of Education.

ACKNOWLEDGMENTS

Grateful acknowledgment is made to the following people for the many hours they have contributed to the development of the common curriculum goals in art education. They shared their ideas and experiences as classroom teachers, as administrators, and as teachers of teachers throughout numerous development and writing meetings. Each contributed a unique perspective to the content, importance and achievability of the goals in the final document. Additional acknowledgment goes to the school districts and colleges for providing release time for these individuals to work on this publication. Finally, thank you to over two hundred educators throughout the state who were given the opportunity to review the drafts of the Art Education Common Curriculum Goals in January, 1990.

STRAND ORGANIZING COMMITTEE
(December 1988)
Paul Bolin, Ph.D., University of Oregon
Faith Clover, Multnomah ESD
Carolyn Cochrane, Eugene School District
Rick Donnell, Corvallis School District
Bill Johnson, Lake Oswego School District

COMMON CURRICULUM GOALS WRITING TEAM
(February 1989-February 1990)
Paul Bolin, Ph.D., University of Oregon
Kathy Borders, Portland State University
Debi Briggs-Crispin, West Linn School District
Candice Cameron, McMinnville School District
Faith Clover, Multnomah ESD
Carolyn Cochrane, Eugene School District
Rick Donnell, Corvallis School District
Wendy Evavold-Goldhagen, Crowfoot School District
Barbara Gidley, Curry County ESD
Joan Farthing, Eugene School District
Dorothy Frear, Springfield School District
Bill Johnson, Lake Oswego School District
Cathy Jones, Salem/Keizer School District
Karen Johnson, Willamina School District
John Pestillo, La Grande School District
Jan Sonniksen, Beaverton School District
Billie Tipton, Sisters School District
Peny Wallace, Glide School District
Monica Wheeler, David Douglas School District
Sabina Wohlfeiler, Beaverton School District

TABLE OF CONTENTS

Page

Foreword by the State Superintendent i

Acknowledgments ii

Introduction 1

The Oregon Action Plan for Excellence
Essential Learning Skills
+ Common Knowledge and Skills in Art Education
= Art Education Common Curriculum Goals

Philosophy/Rationale 2

Organization 4

Common Curriculum Goals 5

INTRODUCTION

THE OREGON ACTION PLAN FOR EXCELLENCE

The Action Plan identified seven areas of improvement, one of which called for a statewide definition of what students should learn:

> The Oregon Department of Education, working with local school districts and higher education institutions, shall define the required ***common curriculum goals*** for elementary and secondary schools in terms of the learning skills and knowledge students are expected to possess as a result of their schooling experience.
>
> Local school districts, with assistance from the Oregon Department of Education, shall be responsible for organizing the curriculum and delivering instruction to achieve the ***common curriculum goals***.

Common Curriculum Goals

The first stage in defining the Common Curriculum Goals was to develop the ***Essential Learning Skills*** — the basic skill and performance expectations for all students in the areas of reading, writing, speaking, listening, mathematics, reasoning and study skills. The second and present stage is to develop Common Knowledge and Skills in individual subject areas. Together with the ***Essential Learning Skills***, they form the Common Curriculum Goals for all students.

A. Essential Learning Skills

> The ***Essential Learning Skills*** are considered basic to all students' learning, and all teachers are expected to provide instruction in these skills. Only to the degree that students develop these skills and form the habit of using them, can instruction in subject matter areas be successful. The skills are not specific to any one discipline but provide a link across all disciplines. Furthermore, the skills do not grow in isolation from content; they are strengthened through practice and use in all subject areas.

B. Common Knowledge and Skills

> Looking beyond the ***Essential Learning Skills***, this document defines more fully what are considered to be essentials in a quality art education program. Each district will want to extend and elaborate upon this base in order to create its own unique, comprehensive art education curriculum. Students should have the opportunity to demonstrate their achievement in a variety of ways. Equal opportunity to learn and the special needs of students are primary considerations in determining acceptable levels of performance.

State Standards

The Common Curriculum Goals as presented in this document receive their authority from the Oregon State Standards for Public Schools, OAR 581-22-420 and 581-22-425. These rules were amended by the State Board of Education in January 1986.

PHILOSOPHY/RATIONALE

A primary goal of education in a democracy is to make available to all students the full spectrum of ideas and experiences that comprise human knowledge. That knowledge base includes studies in the sciences, the humanities and the arts. In the first two areas, our schools have a tradition of excellence in curriculum and instruction. But education in the arts has too often been relegated to a lesser status in the day-to-day learning experiences of our children.

In an era of school excellence and school improvement, one perspective of quality education is to ensure that each subject area taught in schools reflects the best in contemporary knowledge and practices. Theory and research in art education is currently redefining the structure and content of a quality art program. Generally, this includes a multifaceted approach to art education emphasizing both expressive (i.e., art production) and receptive (i.e., art heritage, aesthetics and art criticism) components. Often

referred to as discipline-based art education (DBAE), this approach offers students the opportunity to prepare for a lifetime of meaningful interaction with the visual arts in all its forms.

Beyond the basic structure of a multifaceted art program, this document supports a view of art education as:

A. An opportunity for students to learn to create, view, interpret and respond to the designed world from a variety of personal, cultural and historic perspectives rather than focusing solely on the making of isolated, material-oriented projects.

B. Primarily a content area with a variety of unique knowledges and skills rather than as an activity to assist learning in other subjects.

C. Important to the general education of all students rather than as primarily intended for those with a demonstrated "talent" in art.

D. A subject to be sequentially and regularly taught through a variety of instructional techniques rather than generally limiting the instructional strategy to art making alone.

E. A subject designed to include studies of a wide variety of fine arts, functional arts and environmental arts rather than limiting study to the traditional arts such as drawing, painting and sculpture.

F. An opportunity to learn about the art of other times and other cultures including those not historically recognized in resources emphasizing a European heritage.

G. An opportunity to examine a wide variety of art in both original and reproduced forms.

By any meaningful standard, the arts have always been an integral part of human history, knowledge and experience. This philosophy presumes that instruction in art, based on contemporary approaches to the subject, benefits the students' abilities to create unique solutions to problems; to better perceive and understand the designed world; to contribute as consumers and as producers to the quality of visual objects and environments; and to understand and value the art heritage of their own and other cultures. Without these understandings, the potential contributions of art to the lives of all our children and citizens will remain unrealized and art will continue to be viewed generally as the domain of the artists and/or those with the wealth and leisure to enjoy them in the isolation of galleries and museums.

Curriculum Design

This document, among the latest in the initial cycle of common curriculum goals, was developed by various working committees after making a number of decisions that are consistent with both contemporary curriculum thought and with an eye to the elementary classroom teacher as the ultimate audience.

A. The goals should reflect current theory, research and development in art education.

B. The goals should be limited to a manageable number, primarily in recognition of the amount of time available for art education in the elementary grades. Hence, the document is not comprehensive in scope, but rather seeks to describe essential learnings in art education that should be regularly planned, instructed and assessed.

C. The goals, in recognition that many elementary teachers have had limited opportunities to learn about art, should be written in clear language with a minimum of technical language.

D. The goals, although mandated for grades K-6, should be viewed as a basis for the K-12 art education program. Districts are encouraged to continue to develop grade-level expectations for the secondary art program based on the goals.

E. The Essential Learning Skills should be incorporated into the document in a manner that reflects a reasonable balance between the development of foundational skills and the acquisition of content knowledge specific to art.

F. The goals should focus on providing a conceptual knowledge base as an avenue toward the development of the more affective goals often associated with art education. Individual creativity, expression and a valuing of the arts is enhanced by multiple opportunities to use basic conceptual understanding in unique and personal ways.

G. In describing the *what* rather than the *how*, the goals also describe the needed direction of future teacher preparation and staff development. However, the document itself does not provide those knowledges and skills in art education necessary for full implementation.

ORGANIZATION

The Art Education Common Curriculum Goals have been organized into five (5) strands. The first four strands (1.0-4.0) include the content specific knowledge and skills that comprise the basic components of a multifaceted art education program. The strands include:

1.0 Art Production: The student will be able to develop the technical and problem-solving skills necessary for creative communication and personal expression in art production.

2.0 Art Heritage: The student will be able to explain/demonstrate ways that artists and art work record and reflect cultures.

3.0 Art Criticism: The student will be able to develop the knowledge and skills necessary to make informed responses to works of art.

4.0 Aesthetic Understanding: The student will be able to express individual understandings of art by developing perceptual and thinking skills.

The final strand (5.0) addresses those Essential Learning Skills viewed as necessary to a student's success in learning about art that had not been specifically addressed in the previous four strands. This strand includes:

5.0 Communication Skills: The student will be able to acquire appropriate communication skills to gain information and express ideas about art.

1.0 The student will be able to develop the technical and problem-solving skills necessary for creative communication and personal expression in art production.

KNOWLEDGE/SKILLS	*BY END OF GRADE 3*	*BY END OF GRADE 5*	*BY END OF GRADE 6*
The student will be able to:			
1.1 DEFINE AND USE ELEMENTS OF DESIGN AND PRINCIPLES OF COMPOSITION IN CREATING WORKS OF ART (ELS 6.3, 7.1)*	[a]Identify and use individual elements of design (i.e., line, color, value, shape/form, texture, space)		
	[b]Identify and use variations of each individual element of design (i.e., line: length, width, texture, direction)		
	[c]Combine two or more elements of design in student art work (e.g., smooth line, bright colors and geometric shapes)	[c]Apply the elements of design to achieve a specific effect based on an assignment given by the teacher (e.g., teacher: "Create a strong sculpture using powerful or strong colors, shapes and textures")	[c]Apply one or more elements of design to achieve a specific effect determined by the student (e.g., student: "I used dull, cool colors and limp shapes to create a sad mood")
	[d]Recognize individual principles of composition (e.g., repetition, rhythm, balance, emphasis, unity)	[d]Demonstrate in work how principles of composition function as basic ways to arrange elements of design (e.g., repetition created through the use of repeated colors, shapes and/or textures)	[d]Manipulate elements of design and principles of composition to produce a desired effect (e.g., use line, shape and color to produce a pattern)

* Learning outcomes drawn from the ODE Essential Learning Skills document are cited according to the identifying number in parentheses. Any modification to the original ELS wording is indicated by bold print.

1.0 The student will be able to develop the technical and problem-solving skills necessary for creative communication and personal expression in art production (continued).

KNOWLEDGE/SKILLS	*BY END OF GRADE 3*	*BY END OF GRADE 5*	*BY END OF GRADE 6*
The student will be able to:			
1.2 RECOGNIZE THAT IDEAS COME FROM A VARIETY OF SOURCES (OBSERVATIONS, EXPERIENCES, EMOTIONS AND IMAGINATION) AND USE THIS KNOWLEDGE IN CREATING WORKS OF ART	a. Use actual experiences as the subject matter for works of art	a. Use actual experiences as the subject matter for works of art	a. Use actual experiences as the subject matter for works of art
	b. Use observations as subject matter for works of art	b. Use observations as subject matter for works of art	b. Use observations as subject matter for works of art
	c. Use imagined and/or emotional experiences as the subject matter for works of art	c. Use imagined and/or emotional experiences as the subject matter for works of art	c. Use imagined and/or emotional experiences as the subject matter for works of art
		d. Produce a work of art based on actual experience, observation or imagination in response to a teacher-assigned theme (e.g., teacher: "Using the theme of friendship, create a . . .")	d. Analyze ideas used by other artists and apply some of these ideas to works of art (e.g., satire, social comment, light/motion, dreams)
1.3 CREATE TWO- AND THREE-DIMENSIONAL WORKS OF ART BY USING A VARIETY OF MATERIALS, TOOLS AND TECHNIQUES (ELS 6.3)	a. Use a variety of teacher-selected materials (e.g., paint, chalk, crayon, pencil) to create two-dimensional (height/width) works of art	a. Use a variety of student or teacher-selected material to create two-dimensional works of art	
	b. Use a variety of teacher-selected materials (e.g., clay, fabric, found objects, plaster) to create three-dimensional (height/width/depth) works of art	b. Use a variety of student or teacher-selected materials to create three-dimensional works of art	b. Select and use appropriate materials to achieve a desired effect and/or solve a specific problem through a work of art
	c. Examine and use a variety of traditional tools (e.g., paintbrush, pencil, brayer, etc.) for creating two- and three-dimensional works of art	c. Examine and use a variety of traditional tools (e.g., paintbrush, pencil, brayer, etc.) for creating two- and three-dimensional works of art	c. Examine and use a variety of traditional tools for creating two- and three-dimensional works of art

1.0 The student will be able to develop the technical and problem-solving skills necessary for creative communication and personal expression in art production (continued).

KNOWLEDGE/SKILLS	*BY END OF GRADE 3*	*BY END OF GRADE 5*	*BY END OF GRADE 6*
The student will be able to:			
	[a]Experiment with a variety of tools and techniques	[a]Experiment with non-traditional tools and techniques (e.g., sponges, natural objects, found objects) for making works of art	[a]Select and use appropriate tools and techniques to achieve a desired effect and/or solve specific problems through a work of art
	[c]Demonstrate appropriate care of art tools and materials	[c]Demonstrate appropriate care of art tools and materials	[c]Demonstrate appropriate care of art tools and materials
1.4 CREATE FINE ART, FUNCTIONAL ART AND ENVIRONMENTAL ART WORKS (ELS 7.2)	[a]Create a variety of fine art works (e.g., traditional, new media, temporary art)	[a]Create a variety of fine arts (e.g., traditional, new media, temporary art)	[a]Create a variety of fine arts (e.g., traditional, new media, temporary art)
	[b]Create a variety of functional arts (e.g., crafts, industrial designs, popular arts)	[b]Create a variety of functional arts (e.g., crafts, industrial designs, popular arts)	[b]Create a variety of functional arts (e.g., crafts, industrial designs, popular arts)
	[c]Examine a variety of environmental arts (e.g., architectural, interior design, landscape design, community planning)	[c]Create a variety of environmental arts (e.g., architectural, interior design, landscape design, community planning)	[c]Create a variety of environmental arts (e.g., architectural, interior design, landscape design, community planning)
1.5 IDENTIFY THE ROLES AND FUNCTIONS OF VISUAL ARTISTS	[a]Examine roles and functions of artists (e.g., produce, communicate, record, influence, teach, problem solve)	[a]Examine how the roles of artists change over time	
	[b]Identify roles/functions of artists in the community (e.g., graphic designer, photographer, craftsperson, florist)	[b]Identify roles/functions of artists in everyday life (e.g., book illustration, package design, television work, fashion design, etc.)	[b]Identify possible careers in art (e.g., set and costume designer, graphic artist, interior designer, landscape designer, teacher)

2.0 The student will be able to explain/demonstrate ways that artists and art work record and reflect cultural values.

KNOWLEDGE/SKILLS	*BY END OF GRADE 3*	*BY END OF GRADE 5*	*BY END OF GRADE 6*
The student will be able to:			
2.1 DISTINGUISH THE VARIETY OF VISUAL ART OBJECTS (FINE, FUNCTIONAL AND ENVIRONMENTAL) OF PAST AND PRESENT CULTURES	[a]Distinguish the terms 'fine arts,' 'functional arts' and 'environmental arts'		
	[b]Identify and categorize a variety of fine, functional and environmental art objects	[b]Identify and categorize a variety of fine, functional and environmental art objects and give support for selections	
		[c]Recognize fine, functional and environmental art objects found in past and present cultures (including art of women, art of non-western peoples and contemporary art)	[c]Identify specific fine, functional and environmental art objects from past and present cultures (including art of women, art of non-western peoples and contemporary art)
		[d]Recognize that a specific art object may be placed in one or more categories of visual art	[d]Recognize that a specific art object may be placed in one or more categories of visual art, and that its placement is often due to context (e.g., knowledge about the art work, time, location)
2.2 RECOGNIZE THE PURPOSES AND MEANINGS OF THE VISUAL ARTS (FINE, FUNCTIONAL AND ENVIRONMENTAL) IN DIFFERENT PAST AND PRESENT CULTURES (ELS 4.4)	[a]Recognize that art serves to communicate ideas or information	[a]Identify examples of art from various cultures that serve to communicate ideas or information	[a]Identify examples of art from various cultures that serve to communicate ideas or information
	[b]Recognize that art can record or document ideas/events	[b]Identify ways that art from various cultures can record or document ideas/events	[b]Examine ways that art from various cultures can record or document ideas/events

2.0 The student will be able to explain/demonstrate ways that artists and art work record and reflect cultural values (continued).

KNOWLEDGE/SKILLS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 6
The student will be able to:			
2.2 (continued)	[c]Recognize that art can be used for personal or societal expression/creativity	[c]Identify ways art in various cultures can be used for personal or societal expression/creativity	[c]Identify ways art is used in different cultures for personal or societal expression/creativity
		[d]Recognize that a particular art object may have more than one purpose and/or meaning	[d]Identify one or more purpose(s) for visual art evident in a specific object (e.g., a Ming vase as a container, as a decorative form, as a cultural symbol)
		[e]Recognize that specific cultures (i.e., Asian, African, Aztec) use specific visual characteristics in distinctive ways	[e]Recognize that an understanding of a specific art work depends on knowledge of its purpose(s), who made it, when and how it may be used
		[f]Identify similar and differing purposes for creating art, found in the visual records of past and present cultures	[f]Examine ways the purposes for creating art are similar and dissimilar in past and present cultures (e.g., storytelling, personal adornment)
2.3 RECOGNIZE HOW AND WHY THE VISUAL ARTS (FINE, FUNCTIONAL AND ENVIRONMENTAL) CHANGE OVER TIME (ELS 6.1)	[a]Identify themes commonly used by past and present artists	[a]Describe differences in composition, style, media, function, cultural influences using individual art works of the same theme (e.g., horses, flowers, portraits, landscapes)	[a]Distinguish between literal (i.e., horses, landscapes, portraits) and interpretive (i.e., love/hate, patriotism, aggression) themes in art
	[b]Identify works of art as either realistic (near exact representation), abstract (variations of reality), or non-objective (lines, shapes, color, etc., only)	[b]Recognize a variety of commonly accepted historical styles (e.g., Greek, medieval, Renaissance, Romantic, Impressionism, cubist, modern) in the fine arts, functional arts and environmental arts	[b]Describe how styles of the past and of other cultures influence contemporary art forms

2.0 The student will be able to explain/demonstrate ways that artists and art work record and reflect cultural values (continued).

KNOWLEDGE/SKILLS	*BY END OF GRADE 3*	*BY END OF GRADE 5*	*BY END OF GRADE 6*
The student will be able to:			
		[c]Identify influences of developing materials and technologies on the kinds and quality of art over time (e.g., printing press, paints and mediums, photography, computers . . .)	[c]Identify how technology has influenced art over time (e.g., laser, computer, plastics, etc.)
		[d]Identify and describe ways individual artists have changed their art work over time	[d]Identify and describe changes in their own art work over time
			[e]Recognize that societal conditions (e.g., political, economic, social, religious) influence the production and interpretation of visual art
2.4 IDENTIFY CONTRIBUTIONS OF PEOPLE WHO ASSIST IN THE PRESERVATION AND INTERPRETATION OF THE VISUAL ARTS (ELS 2.3)	[a]Identify people, places and occupations directly or indirectly related to the visual arts	[a]Identify people, places and occupations directly or indirectly related to the visual arts	[a]Describe the activities of those who interpret and preserve the visual arts including critics, curators, museum directors, conservators
		[b]Identify people/groups who directly or indirectly benefit from the visual arts (e.g., docents, consumers, citizens, collectors, businesses)	[b]Examine ways the visual arts benefit the community/society economically, aesthetically and educationally

3.0 The student will be able to develop the knowledge and skills necessary to make informed responses to works of art.

KNOWLEDGE/SKILLS	*BY END OF GRADE 3*	*BY END OF GRADE 5*	*BY END OF GRADE 6*
The student will be able to:			
3.1 DEMONSTRATE WAYS ELEMENTS OF DESIGN, PRINCIPLES OF COMPOSITION, TECHNICAL PROPERTIES AND EXPRESSIVE CONTENT CONTRIBUTE TO MEANINGS AND THE INTERPRETATIONS OF A WORK OF ART (ELS 3.1)	[a]Recognize that different art works contain common components (e.g., line, shape/form, color, texture) known as the elements of design		
	[b]Within a variety of works of art identify some principles of composition including repetition, rhythm, balance and emphasis	[b]Identify and explain how the principles of composition function as the basic ways to arrange the elements of design	[b]Interpret how the elements of design and principles of composition contribute to the expression of ideas and feelings in a work of art
	[c]Identify media (paint, clay, wood, metal, stone) used in creating works of art		
	[d]Describe the process used to make a work of art (e.g., painting: brush, finger, stick, or sponge)	[d]Explain how the artist's choice of media and/or processes contributes to the effect of the work	[d]Describe how specific techniques contribute to expressive qualities in a work of art
	[e]Describe how a work of art makes him or her feel, and why, ***based on what is viewed in the art work*** ("The painting makes me feel happy because I see...")	[e]Analyze ideas and/or feelings expressed in the work of art by referring to elements of design, principles of composition ***OR*** media/processes (e.g., "The painting makes me feel happy because I see . . .")	[e]Analyze the ideas and/or feelings expressed in a work of art by referring to elements of design, principles of composition and media/processes
		[f]Categorize works of art that are predominantly based on reality, imagination or pure design	[f]Compare and contrast two works of art that are predominantly based on reality, imagination or pure design

3.0 The student will be able to develop the knowledge and skills necessary to make informed responses to works of art (continued).

KNOWLEDGE/SKILLS	*BY END OF GRADE 3*	*BY END OF GRADE 5*	*BY END OF GRADE 6*
The student will be able to:			
3.2 DEVELOP AND/OR SELECT MULTIPLE CRITERIA FOR ART CRITICISM	[a]Describe in simple terms what makes a work of art successful (e.g., composition, content, expression, function)	[a]Defend a preference for a work of art based on individual or group developed criteria	[a]Apply an established model of criticism to a variety of art works (e.g., teacher developed, group developed, Feldman's model, Brody's model)
		[b]Gather information about a work of art to support an established judgment of quality (i.e., research why the Mona Lisa is recognized as an artistic masterpiece)	[b]Make and defend a critical judgment about a work of art
			[c]Examine contextual criteria (i.e., its historical, political, religious, cultural or social response to a specific work of art)

29

30

4.0 The student will be able to express individual understandings of art by developing perceptual and thinking skills.

KNOWLEDGE/SKILLS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 6
The student will be able to:			
4.1 PERCEIVE AND RESPOND TO VISUAL CHARACTERISTICS (E.G., DESIGN, PHYSICAL, FUNCTIONAL, ETC.) OF OBJECTS AND SURROUNDINGS (ELS 4.1)	[a]Identify and describe the visual characteristics of objects and surroundings	[a]Compare and contrast the visual characteristics of objects (pick-up truck to sports car)	[a]Observe and describe objects or surroundings in terms of their unique qualities
	[b]Observe that objects and surroundings look different under varying conditions (e.g., light, position, motion, size)	[b]Describe how changes to objects or surroundings influence how we perceive them (e.g., park littered or unlittered)	[b]Predict the outcome or response of viewers to changes in an object or surroundings (e.g., "How would painting the classroom black affect us?")
4.2 IDENTIFY AND DESCRIBE FACTORS THAT INFLUENCE PERSONAL TASTE AND VALUES ABOUT ART WORKS (ELS 4.1, 6.1, 6.2)	[a]Identify family and community similarities and differences (e.g., tradition, artifacts, dress)	[a]Describe personal criteria for selecting art objects (e.g., clothing, jewelry, posters, hairstyles, fine art)	[a]Identify cultural influences on personal responses to works of art
		[b]Identify external influences that affect our visual choices (e.g., current style, prestige, peer group)	[b]Examine how social, political, gender and cultural heritage influence one's values and tastes in art
4.3 REFLECT UPON AND EXPRESS PERSONAL VALUES AND FEELINGS ABOUT ART (ELS 4.2)	[a]Explain why he/she likes/dislikes a specific work of art	[a]Describe the visual qualities of objects that influence personal responses to a specific art object	[a]Explain how our personal responses to visual qualities of objects and surroundings influence how we value them

4.0 The student will be able to express individual understandings of art by developing perceptual and thinking skills (continued).

KNOWLEDGE/SKILLS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 6
The student will be able to:			
4.4 INQUIRE ABOUT THE DIFFERENT MEANINGS OF ART (ELS 2.1, 3.1)		[a]Identify and describe characteristics of objects and surroundings that evoke an aesthetic response (e.g., "The blue and the black in the animal makes it seem frightening") [b]Interact with others about characteristics an object might possess to be classified as a work of art	[a]Describe the characteristics in a particular object or surrounding that exert the greatest influence on aesthetic response [b]Interact with others about characteristics an object might possess to be classified as a work of art [c]Examine personal responses to art (that may or may not concur with expert opinions)

5.0 The student will be able to acquire appropriate communication skills to gain information and express ideas about art.

KNOWLEDGE/SKILLS	*BY END OF GRADE 3*	*BY END OF GRADE 5*	*BY END OF GRADE 6*
The student will be able to:			
5.1 ACQUIRE INFORMATION ABOUT ART AND ARTISTS BY READING VARIOUS FORMS OF PRINTED MATERIAL (E.G., BOOKS, MAGAZINES, NEWSPAPERS, JOURNALS, DIRECTORIES, SCHEDULES) (ELS 1.1, 1.2, 2.1, 2.2)	[a]Use a variety of techniques and strategies to get literal meaning (e.g., determine meaning of unknown words: **word attack skills, context clues, break down word, glossaries;** use organizational structure of the material: **table of contents, guide words;** identify relationship of ideas: **main idea, supporting details**)	[a]Use a variety of techniques and strategies to get literal and implied meaning (e.g., determine meaning of unknown words: **context clues, root words and affixes;** use organizational structure of the material: **index;** identify relationship of ideas: **main idea, supporting detail, cause and effect**)	[a]Use a variety of techniques and strategies to get literal and implied meaning (e.g., determine meaning of unknown words: **context clues, root words and affixes;** use organizational structure of the material: **summaries, headings, index;** identify relationships of ideas: **main idea, opinions, conclusions**)
5.2 ACQUIRE INFORMATION ABOUT ART AND ARTIST BY OBSERVING (E.G., PHOTOGRAPHS AND DRAWINGS, LANDSCAPES, CLIMATE, FROM CULTURAL COMPONENTS) (ELS 4.3, 4.4)	[a]Identify literally what they see	[a]Distinguish subtleties among what they see	[a]Distinguish subtleties among what they see [b]Describe illusions (e.g., mirages, camera techniques) and explain how they are produced
5.3 USE WRITING, SPEAKING, AND ILLUSTRATING TO EXPRESS IDEAS AND REFLECT KNOWLEDGE ABOUT ART AND ARTISTS (ELS 1.3, 2.3, 5.2, 5.3, 5.4, 5.5, 5.7)	[a]Express information and ideas related to visual arts content in a variety of forms (e.g., narratives, letters, descriptions, oral presentations, discussions, illustrations) for a variety of purposes (e.g., share experiences, description)	[a]Express information and ideas related to visual arts content in a variety of forms (e.g., personal essays, journals, reports, letters, descriptions, narratives, oral presentations, discussions, graphics) for a variety of purposes (e.g., inform, persuade, share experiences)	[a]Express information and ideas related to visual arts content in a variety of forms (e.g., essays, journals, letters, research reports, role plays, oral presentations, discussions, graphics) for a variety of purposes (e.g., persuade, inform, describe)

5.0 The student will be able to acquire appropriate communication skills to gain information and express ideas about art (continued).

KNOWLEDGE/SKILLS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 6
The student will be able to:			
5.3 (continued)	[b]Use detail and examples to develop a topic	[b]Select and organize details which support a topic	[b]Select and use details, examples, illustrations, evidence and logic to develop a topic
	[c]Use standard writing conventions (i.e., capitalization, end punctuations) and speaking conventions (i.e., volume, rate) to express ideas and information in a clear and understandable form	[c]Use standard writing conventions (i.e., capitalization, end punctuation, spelling, complete sentences, paragraph organization) and speaking conventions (i.e., volume, rate, gesture, eye contact, pronunciation, tone) to express ideas and information in a clear and understandable form	[c]Use standard writing conventions (i.e., capitalization, punctuation, complete sentences, spelling, multiparagraph organization) and speaking conventions (i.e., volume, rate, gesture, eye contact, pronunciation, tone, pitch, body language) to express ideas and information in a clear and understandable form
5.4 SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.1, 7.2, 7.3)	[a]Follow an organizational plan including: time management, appropriate study environment, efficient and useful organization of study materials	[a]Follow an organizational plan including: goal setting, time management, appropriate study environment, efficient and useful organization of study materials	[a]Follow an organizational plan including: goal setting, time management, appropriate study environment, efficient and useful organization of study materials
	[b]Accomplish learning tasks using appropriate study techniques (e.g., vary reading rate to purpose and difficulty of the selection, ask clarifying questions, seek help when needed, use memory devices)	[b]Accomplish learning tasks using appropriate study techniques (e.g., vary reading rate to purpose and difficulty of the selection, ask clarifying questions, preview and review chapters, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	[b]Accomplish learning tasks using appropriate study techniques (e.g., preview and review chapters, vary reading rate to purpose and difficulty of the selection, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)
	[c]Use a variety of sources to gather information (e.g., resource people, books, illustrations, artifacts, audiovisual materials, magazines, personal experiences)	[c]Locate and gather information from a variety of sources (e.g., resource people, books, artifacts, magazines, illustrations, graphics, maps, newspapers)	[c]Locate and gather information from a variety of sources (e.g., resource people, books, artifacts, magazines, illustrations, graphics, maps, newspapers, case studies, surveys, interviews, radio, television)

Art Education
Common Curriculum Goals

YOUR VIEWS ARE IMPORTANT! After you read and examine this publication, please forward your comments to the publications staff of the Oregon Department of Education. If you would rather talk by telephone, call us at 378-8274. Or, for your convenience, this response form is provided.

PLEASE RESPOND so that your views can be considered as we plan future publications. Simply cut out the form, fold and mail it back to us. We want to hear from you!

Did you read this publication?

_____ Completely
_____ More than half
_____ Less than half
_____ Just skimmed

Does this publication fulfill its purpose as stated in the preface or introduction?

_____ Completely
_____ Partly
_____ Not at all

Did you find this publication useful in your work?

_____ Often
_____ Sometimes
_____ Seldom
_____ Never

Which section is most valuable? _____
_____

What type of work do you do?

_____ Classroom teacher
_____ Consultant to classroom teachers
_____ School administrator
_____ Other _____

Would you recommend this publication to a colleague?

_____ Yes, without reservations
_____ Yes, with reservations
_____ No
_____ Other _____

Did you find the contents to be stated clearly and accurately?

_____ Always yes
_____ In general, yes
_____ In general, no
_____ Always no
_____ Other _____

Were the contents presented in a convenient format?

_____ Very easy to use
_____ Fairly easy
_____ Fairly difficult
_____ Very difficult
_____ Other _____

Did you find this publication to be free of discrimination or biased content toward racial, ethnic, cultural, handicapped, and religious groups, or in terms of sex stereotyping?

_____ Yes, without reservations
_____ Yes, with reservations
_____ No
_____ Other _____

What is your impression of the overall appearance of the publication (graphic art, style, type, etc.)?

_____ Excellent
_____ Good
_____ Fair
_____ Poor

When this publication is revised, what changes would you like to see made? _____
_____
_____
_____

Additional comments. (Attach a sheet if you wish.)

_____
_____
_____